Program Accreditation Standards

Survey Visit Type:	New Program Accreditation

TRAINING PROGRAM DETAILS						
Training Program Name	Clinician Investigator	Program Type	Diploma			
Training Program Duration	2 Years	No. of Junior Years(s)	1 Year	No. of Senior Year(s)	1 Year	
Training Center Name		City		Date		

D. Dedicated Sessions per Full-Time Equivalent Trainer (Consultants and/or Senior Registrar/Senior Specialist) **The One Session is defined as: 3-4 Hours Activity**	No. of Sessions/Cases per Trainer
First Year Coursework Educational Sessions (Instructor-Facilitated)	Minimum 2 Per Month
Second Year Coursework Educational Sessions (Instructor-Facilitated)	Minimum 9 Per Year
Research Progress & Mentorship Sessions (Mentor-Facilitated)	Minimum 1 Per Month

P. Conditions for Consideration of Part-Time Trainers as a Full-Time Equivalent Trainer

- The Program Director must always have a Full-Time Contract with the Training Center.
- One or More Part-Time Trainer(s) Should Fulfill the Workload Sessions equivalent to at Least One Full-Time Trainer for inclusion in the Training Capacity Formula.
- Part-Time Trainer Contract should be for a Minimum of One-Year to be included in the Training Capacity Calculation, in order to maintain the sustainability of Training/ the Training Center must either renew the contract annually or notify the SCFHS at Least 12 Months before of the admission period, submitting a request to modify the Training Capacity Accordingly.
- The Part-Time Trainer Contract and Job Description must state the commitment of Part-Time Trainer towards active engagement in Training.

B. Conditions for Consideration Senior Registrar/Senior Specialist as a Full-Time Equivalent Trainer

- Senior Registrar/Senior Specialist must be granted the Credentials and Privileges of Acting Consultant by the Healthcare Institution ‘s Credentialing and Privileging Committee for the Specialty/Sub-Specialty that they are Qualified to act as a Full-Time Equivalent Trainer.
- Senior Registrar/Senior Specialist must have the Full Workload Sessions defined above for the Full-Time Equivalent Trainer.
- Senior Registrar/Senior Specialist must have a separate Patients/Cases Workload from other Full-Time Equivalent Trainers.
- Senior Registrar/Senior Specialist on a Part-Time Contract must fulfill the above Conditions in section P and section B to be considered as a Full-Time Equivalent Trainer in the Training Capacity Calculation.

Training Capacity Calculation Formula		
Annual Acceptance:	Trainer to Trainee Ratio	Number of Full-Time Equivalent Trainers X N / Number of Training Program Years
	1:2	No. of Trainers x 2/2
Total Training Capacity	Annual Acceptance x 2	
Trainers Included in TCCF	CIP Mentors are the Trainers included for Training Capacity Calculation Purposes.	

Junior Year(s)		Senior Year(s)	
Level 1		Level 2	
50%		50%	
Accredited Total Training Capacity (If Applicable)	Trainees	**Current Number of Trainees (If Applicable)**	Trainees
Accredited Training Capacity in the Program (Not Applicable if it is a Newly Applying Training Program)			
Level 1		Level 2	
Current Number of Trainees as identified by the Survey Team (Not Applicable if it is a Newly Applying Training Program)			

Accreditation Standards' Weighing Definitions:	
ETR0	If Not Fully Met, the New Program Will Not Be Accredited, Accredited Program Will Be Warned, Frozen, or Withdrawn
ETR1	Mandatory for Full Accreditation
ETR2	Highly Recommended
Accreditation Standards' Compliance Scoring Definition:	
Fully Met	When the Compliance to the Accreditation Standard is > 90% (Comment when Required)
Partially Met	When the Compliance to the Accreditation Standard is > 50-90% (Comment is Required)
Not Met	When the Compliance to the Accreditation Standard is ≤ 50% (Comment is Required)
Not Applicable (N/A)	When the Standard does not apply to the Training Center (Comment is Required)

I. INSTITUTION

The Institutionally-Accredited Training Center Assumes the ultimate responsibility for Supervision of the Training Program at the Affiliated Training Site(s); and Collaborates with other Training Centers (When Applicable) to share responsibility for Supervision of the Training Program at the Participating Training Site(s).

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
I.1. The Training Center is Responsible for Supervision of Trainees (Sponsored and Non-Sponsored Enrolled Trainees) at All **Affiliated Training Sites** (i.e., Training Sites that are linked to the Governance of the same Training Center). **(ETR1)**					
I.2. The Training Center has a Valid Inter-Institutional Collaboration Agreement with other Training or Collaborating centers. Including but not limited to: governmental agencies', private agencies, pharmaceutical, laboratories, databases, etc. **(ETR1)**					

A. ADMINISTRATIVE STRUCTURE

There Must be an Appropriate Administrative Structure for the Training Program.

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
A.1. Program Director					
A.1.1. Registered Consultant by the SCFHS with Research Experience and One of the Following Requirements: **(ETR0)** • Holding CIP or PhD Certification with 2 research units. • Appointed as an Assistant Professor (or higher) at a Healthcare-related Educational Institution, with 2 Research Units. • Possessing clinical and/or Research Fellowship, with 2 Research Units. • Holding Postgraduate Certificate (Master's or Diploma) with 2 Research Units. • Being a consultant with 3 Research Units. **Research Experience is Defined as Follows:** A Minimum of 2 Research Units per 4 Years, with at least one Research Project in which the Individual Served as: • First Author • Or, Principal Investigator • Or, Co-Author of Original Research Project. **Research Units:** • **1 Unit:** Solo Author					

• **0.5 Unit:** First Author • **0.25 Unit:** Second Author or beyond					
A.1.2. Certified as CIP Mentor. **(ETR1)**					
A.1.3. Does not Assume any other Leadership Position (i.e. Head of Section/Department, Medical Director, CEO, or any other Clinical/Administrative Leadership Position). **(ETR1)**					
A.1.4. Program Director Appointment is Approved Per the Institutional Training Committee (ITC) Regulations. It Meets the ITC's Program Director Appointment Requirements for the Newly Applying Training Program. **(ETR1)**					
A.1.5. Responsible for Monitoring and Ensuring Adequate Supervision of Trainees at All Affiliated and/or collaborating Training Sites, and Reports to the **Training Program Committee** (TPC: for the Full Training Program) and Remediates through TPC Issues Related to Training. **(ETR1)**					
A.1.6. Coordinates with Institutional Training Committee (ITC), and Training Program Committee (TPC). **(ETR1)**					
A.1.7. Communicates Effectively with the Designated Institutional Official (DIO). **(ETR1)**					
A.1.8. Communicates Effectively with the Head of Section/Department, Trainers and Trainees. **(ETR1)**					
A.1.9. The Training Center provides the Program Director with Adequate Protected Time, Administrative Secretarial Support Coordinator(s), Incentives and Access to a Private Office. **(ETR1)**					
A.1.10. Fulfills his/her Duties as defined by the ITC. **(ETR1)**					
A.1.11. Submits Documents required by the ITC. **(ETR1)**					
A.1.12. Has an Appointed Deputy. **(ETR2)**					
A.2. Training Program Committee (TPC) Structure Must Be Formed at the Training Center's Primary Training Site and can have Sub-TPCs at the Affiliated Training Sites.					
A.2.1. Chaired by the Program Director**.** **(ETR0)**					
A.2.2. Membership includes Trainers' Representation from All Affiliated Training Sites. **(ETR1)**					
A.2.3. Membership includes at Least One Elected Trainees' Representative with Full and Equal Voting Rights**.** **(ETR1)**					

A.2.4. Meets at least Quarterly, Meeting Minutes are made available. (ETR1)					
A.2.5. Communicates Effectively with the ITC, Head of Section/Department, Program Director, Trainers and Trainees. (ETR1)					
A.3. Responsibilities of the Training Program Committee (TPC).					
A.3.1. Selection of Candidates. (ETR1)					
A.3.2. Ensure the Trainees Receive Adequate General, Program-Specific and Milestone-Specific Orientation before the Start of the Training Activities. (ETR1)					
A.3.3. Ensure and Monitor the Implementation of the Training Program as Stated at the ITC Approved Curriculum. (ETR1)					
A.3.4. Discuss, Document Any Major Deviation off the Training Program Curriculum, present it to the ITC, and Seek the Necessary Formal Approval from the ITC before the Implementation. (ETR1)					
A.3.5. Review Trainees' Evaluations, Develop Remediation Plans for Trainees Not Meeting the Required Level of Competence, Follow-up Remediation Plans Implementation, Results and Act accordingly. (ETR1)					
A.3.6. Monitor Progress of Training and trainees. (ETR1)					
A.3.7. Activate Appeal Mechanism When Appeals Are Received. (ETR1)					
A.3.8. Promotes Access of Trainees to Well-Being Program and Stress Counselling. (ETR1)					
A.3.9. Support Trainees through Career Planning & Counselling. (ETR2)					
A.3.10. Ensure Adequate and Regular Review of the Training Program Learning Environment, Educational and research Resources.					
A.3.10.1. Feedback of Trainees is Obtained and Utilized for Continuous Improvement of the Learning Environment. (ETR1)					
A.3.10.2. The Trainees Evaluate the Training Program Learning Environment. (ETR1)					
A.3.10.3. Trainees are Evaluated by the Trainers and TPC. (ETR1)					

A.3.10.4. Trainers Provide Trainees with Timely Feedback During and before the end of each Quarter**.** **(ETR1)**					
A.3.10.5. Appropriate Trainers-to-Trainees Interaction that is Open, Collegial and Respectful of Trainees' Confidentiality. **(ETR1)**					
A.3.10.6. Trainers are Evaluated by the Trainees and TPC. **(ETR1)**					
A.3.10.7. Conduct Research Learning Environment Review of Each Major Component of the Training Program. **(ETR1)**					
A.3.10.8. Conduct Internal Review of the Training Program at least Once during the Program Decision Cycle, Determine/Execute Corrective Action Plan Accordingly, address it at the TPC and Present it to the ITC, Follow-up and Document the Progress of Corrective Action Plan until All Issues are Resolved **(ETR1)**					
A.3.10.9. Form the Internal Review Team to include One Trainer, One Trainee (Both from the same Training Program) and an External Reviewer (Trainer from another Training Center). **(ETR1)**					
A.3.10.10. The Internal Review Team Utilizes the Latest Training Program Internal Review Standards approved by ITC. **(ETR1)**					
A.3.10.11. Ensure Coherence and Monitor Compliance of Trainers and Trainees into the SCFHS Institutional Accreditation Standards, Training Program internal Review Standards as approved by ITC. **(ETR1)**					
A.3.10.12. Ensure Coherence and Monitor Compliance of Trainers and Trainees into the SCFHS Accreditation, Training and Assessment Bylaws, Policies and Procedures. **(ETR1)**					
A.3.10.13. Monitor the Trainees Commitment in Health Research Activities. **(ETR1)**					
A.3.10.14 There is an implemented process that describes the authorship and publication between the CIP Mentor, Trainee and the Training Center. **(ETR1)**					
A.3.11. There is a Process that Ensures Safety of Trainees and Research Subjects.					
A.3.11.1. Includes Educational Activities and Mentorship related to Research Subjects' Safety. **(ETR1)**					
A.3.11.2. Includes Trainees' Safety Measures. **(ETR1)**					

A.3.11.3. Trainees and Trainers are Aware of the Process. **(ETR1)**					
A.4. Administrative Secretarial Support Coordinator(s).					
A.4.1. Adequately Assigned to the Training Program. **(ETR1)**					
A.4.2. Provided with Adequate Access to Office Space, Computer and Phone. **(ETR1)**					
A.4.3. Provide Adequate Support to the Program Director and Trainees**.** **(ETR1)**					
A.4.4. Adequately Coherent with the Training Center and Program Regulations. **(ETR1)**					
A.5. Trainers: Mentors					
A.5.1. Adequately Supported, Recognized and Valued. **(ETR1)**					
A.5.2. Registered at SCFHS with Research Experience and One of the Following Requirements: **(ETR0)** • Holding CIP or PhD Certification with 1 Research Unit. • Appointed as an Assistant Professor (or Higher) at a Healthcare-related Educational Institution with 1 Research Unit. • Possessing Clinical and/or Research Fellowship with 1 Research Unit. • Holding Postgraduate Certificate (Master's or Diploma) with 1 Research Unit. • Being a Consultant with 2 Research Units. **Research Experience is Defined as Follows:** A Minimum of 2 Research Units per 4 years, with at least one Research Project in which the Individual Served as: • First Author • Or, Principal Investigator • Or, Co-Author of Original Research Project. **Research Units:** • **1 Unit:** Solo Author • **0.5 Unit:** First Author • **0.25 Unit:** Second Author or beyond					
A.5.3. Certified as CIP Mentor. **(ETR1)**					
A.5.4. Committed to Perform their Training, Education, Mentorship and Supervisory Responsibilities. **(ETR1)**					
A.5.5. Facilitate and Supervise Trainees, Research and Scholarly Work. **(ETR1)**					

A.5.6. Adequately Provided Opportunities for Faculty Development in Postgraduate Teaching, Formative Assessment and Mentorship. (ETR1)					
A.6. Instructor					
A.6.1 Appointed by the TPC, Responsible for Conducting the Coursework Educational Sessions Using Relevant Learning Materials, in Accordance with the Coursework Requirements. (ETR1)					
A.6.2. Demonstrate proficiency in Research and/or Training Skills. (ETR1)					
A.6.3. Evaluate, Assess and Provide Feedback to the Trainees. (ETR1)					

T. TRAINING CAPACITY

The Training Program Maintains a Balanced Distribution of Trainees Throughout the Training Years, Does Not Exceed the Allocated Training Capacity As per the ITC Training Program Latest Decision; Immediately Notifies the ITC of Negative Changes at the Educational Resources or Launch of Parallel Non- Accredited Training Program that shares the same Educational Resources, and Proactively Submits a Request to Reduce the Training Capacity to match the Training Program's Educational Resources with the Training Program Internal Review Standards and Training Capacity Calculation Formula.

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
T.1. The Training Program Does Not Exceed the Training Capacity as Approved by the ITC. (ETR0)					
T.2. The Training Program's Educational Resources Are Adequate to Support the Number of Trainees Accepted in the Training Program at All Times (Sponsored by the Training Center, Rotating from other Training Centers or from other Training Programs Specialties). (ETR0)					
T.3. The TPC Ensures that Trainees of various Training Levels Are Not Sequestrated at a certain Training Level or Training Course which may Negatively Affect the Training Exposure and Competencies Attainment. (ETR0)					

G. GOALS AND OBJECTIVES

The Training Center is Committed to Achieve the Goals and Objectives as defined by the Training Program latest Curriculum as approved by ITC and Program Internal Review Standards

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
G.1. The Training Program Implements the Milestone-Specific Goals and Objectives (Knowledge, Skills and Attitudes) Utilizing the Competency Framework Defined in SCFHS Approved Curriculum. (ETR0)					
G.2. Trainers and Trainees Are Fully Coherent about the Training Program Curriculum including the Program Milestones' Goals & Objectives. (ETR0)					

G.3. Trainers and Trainees Review the Program Milestones' Goals & Objectives before the Start of each Learning Domain and Aim to Achieve Them. **(ETR0)**					
G.4. Goals and Objectives of each Program Milestone Are Utilized in Teaching, Learning, Formative Assessment and End-of-Milestone Evaluation Feedback. **(ETR0)**					

S. STRUCTURE AND ORGANIZATION OF THE TRAINING PROGRAM DELIVERY

The Program's Milestones Structure and Organization, Both Mandatory and Electives, are Designed to Provide the Trainee with the Opportunity to Fulfil the Educational Goals and Objectives in order to Attain the Required Competencies.

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
S.1. Delivers All Components of the SCFHS Approved Training Program Curriculum**.** **(ETR1)**					
S.2. Trainees are Adequately Supervised. **(ETR1)**					
S.3. Each Trainee is Provided the Opportunity to Assume Senior Role During his/her Training Program Duration. **(ETR1)**					
S.4. Service Demands Do Not Interfere with Academic Training Program Delivery. **(ETR1)**					
S.5. Trainees have Equal Opportunity to Meet the Educational Goals and Objectives. **(ETR1)**					
S.6. Trainees have Opportunity for Elective Rotations Inside and/or Outside the Training Center as Approved by the TPC. **(ETR1)**					
S.7. Training Learning Environment is Free of Intimidation, Harassment, Abuse and Promotes Trainees' Safety. **(ETR1)**					
S.8. The Center Should Be Committed to What is Stated in the Duties and Rights of the Trainee's Documents That is Issued by ITC. **(ETR1)**					
S.9. Collaboration with Other Training Centers or Collaborating Institutions in Cases Where there is a Need for Trainees to Bridge a Specific Gap or to Expand their Research Exposure. **(ETR2)**					

C. CLINICAL, ACADEMIC AND SCHOLARLY CONTENT OF THE TRAINING PROGRAM

The Clinical, Academic, and Scholarly Content for Postgraduate Health Professions Education are Designed to Adequately Attain the Required Competencies for Clinician Investigators. The Quality of Scholarly Content of the Training Program Will, in Part, be Demonstrated by the Spirit of Enquiry During Discussions, at various stages of Research Development, Community Involvement, Journal Clubs, Seminars, and Conferences. Scholarly Content Implies an in-Depth Understanding of Research Process and Critical Appraisal. The ITC Utilizes CanMEDS Competency Framework for the Most of its Training Programs.

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
C.1. Clinician Investigator Expert Trainees are exposed to an Effective Teaching and Supervised Practice Pertaining to:					

C.1.1. Commitment to High-quality Care of their Patients and High-quality health research. (ETR1)					
C.1.2. Building Knowledge, Practice and Expertise in Health Research through Supervised Training. (ETR1)					
C.1.3. Structured Teaching of Basic and Advanced Research Sciences Learning through Scheduled Domains. (ETR1)					
C1.4. Addressing Issues related to Research Ethics Frameworks. (ETR1)					
C.1.5. Active Engagement in Relevant Committees (Patient Safety, Drug Safety, Research, etc.). (ETR2)					
C.2. Communicator Trainees are exposed to Effective Teaching and Supervised Practice Pertaining to:					
C.2.1. Communication Skills. (ETR1)					
C.2.2. Share information about participation in a research study, including risks, benefits, and alternatives to participation (ETR1)					
C.3. Collaborator Trainees are exposed to Effective Teaching and Supervised Practice Pertaining to:					
C.3.1. Collaborative Skills for Inter-Professional and Multi-Disciplinary Healthcare Research Delivery and with other Governing Authorities (e.g. SFDA, SNIH, SCFHS, etc.) (ETR1)					
C.3.2. Skills for Conflicts' Management and Resolution. (ETR1)					
C.3.3. How to Report Adverse Events, Document at Subject Records & Utilize Electronic Medical Record. (ETR1)					
C.3.4. Appropriate Inter-Professional Skills, Referrals, Hand-Over, and/or Transfer of Care of Research Subjects. (ETR1)					
C.4. Leader Trainees are exposed to Effective Teaching and Supervised Practice Pertaining to:					
C.4.1. Leadership Skills. (ETR1)					
C.4.2. Allocation of Research Resources. (ETR1)					
C.4.3. Management of Career Planning, Finances, and Health Human Resources in Research Activities. (ETR1)					

C.4.4. Serving in Administrative and Leadership Function. (ETR1)					
C.4.5. Principles and Practice of Healthcare Research Quality Assurance and Quality Improvement. (ETR1)					
C.5. Health Advocate Trainees are exposed to Effective Teaching and Supervised Practice Pertaining to:					
C.5.1. Realization, Promotion, and Response to the Health Needs of the Research Subjects, Community, and Population. (ETR1)					
C.5.2. Advocate for the Best Interest of Research Subjects. (ETR1)					
C.6. Scholar Trainees are exposed to an Effective Teaching and Supervised Practice Pertaining to:					
C.6.1. Teaching Skills. (ETR1)					
C.6.2. Feedback Process to other Trainees. (ETR1)					
C.6.3. Identify ethical principles for research and incorporate into practice. (ETR1)					
C.6.4. Critical Appraisal of Literature Utilizing Appropriate Methodology. (ETR1)					
C.6.5. Demonstrate an Understanding of the Principles of Research Methodology. (ETR1)					
C.6.6. Self-Assessment and Self-Directed Learning. (ETR1)					
C.6.7. Conduct a Scholarly Research Project. (ETR1)					
C.6.8. Participation in a Patient Safety Project. (ETR2)					
C.6.9. Participation in a Healthcare Quality Assurance or Improvement Project. (ETR2)					
C.6.10. Presentation at a National, Regional and/or International Conferences. (ETR1)					
C.6.11. Translate the findings or outcomes of research into clinical care. (ETR2)					
C.7. Professional Trainees are exposed to Effective Teaching and Supervised Practice Pertaining to:					
C.7.1. Professional Conduct & Ethical Behaviours.					

C.7.1.1. Deliver High-Quality Care for Research Subjects with Integrity, Honesty, and Compassion. **(ETR1)**					
C.7.1.2. Intra-Professional, Inter-Professional, and Interpersonal Behaviours. **(ETR1)**					
C.7.1.3. Practice in Ethically Responsible Manner. **(ETR1)**					
C.7.1.4. Analysis and Reflection to Adverse or Sentinel Events and Strategies to Prevent Re-Occurrence. **(ETR1)**					
C.7.2. Principles of Research Bioethics. **(ETR1)**					
C.7.3. Relevant Legal and Regulatory Framework. **(ETR1)**					
C.7.4. Personal Health and Well-Being. **(ETR1)**					

E. EVALUATION OF TRAINEES PERFORMANCE

Mechanisms in Place is Required to Ensure the Systematic Collection and Interpretation of Evaluation Data for Each Trainee Enrolled in the Training Program through the Implementation of the ITC-Approved Evaluation System.

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
E.1. Clearly Defined Methodology of Evaluation. **(ETR1)**					
E.2. Evaluation Compatible with the Characteristic Being Assessed.					
E.2.1. Evaluation of Knowledge. **(ETR1)**					
E.2.2. Evaluation of Research Skills by Direct Observation. **(ETR1)**					
E.2.3. Evaluation of Attitudes and Professionalism. **(ETR1)**					
E.2.4. Evaluation of Communication Abilities with Patients, Caregivers and Colleagues. **(ETR1)**					
E.2.5. Written and Verbal Communications. **(ETR1)**					
E.2.6. Evaluation of Collaborating Skills. **(ETR1)**					
E.2.7. Evaluation of Teaching Skills. **(ETR1)**					
E.2.8. Evaluation of Response to Bioethical Research Issues. **(ETR1)**					
E.3. Evaluation is Provided in an Honest, Helpful, Timely Manner, Documented and Provided in a Feedback Session.					

E.3.1. Ongoing Informal Feedback During the Learning Domains. **(ETR1)**					
E.3.2. Face-to-Face Formal Feedback Meetings. **(ETR1)**					
E.4. Trainees are Informed of Serious Concerns. **(ETR1)**					
E.5. Evaluations are Reviewed Regularly by the TPC. **(ETR1)**					
E.6. Provides Final In-Training Evaluation Report (FITER). **(ETR1)**					

R. RESOURCES

There must be Adequate Educational Resources including but not limited to Training Faculty, Number/Variety of Patients and Procedures, Physical and Technical Resources, Supporting Facilities and Services Necessary to Provide the Opportunity for All Trainees in the Training Program to Attain the Educational Objectives, as Defined by the ITC Approved Training Program Curriculum.

Standard	Fully Met	Partially Met	Not Met	N/A	Comment
R.1. Sufficient Number of Qualified Full-Time Equivalent (FTE) Trainers.					
R.1.1 ≥ 2 Mentors **(ETR0)** **The CIP Mentor is an experienced and knowledgeable Clinician Investigator who guides and supports the CIP Trainee, providing advice, expertise, and constructive feedback throughout the Clinician Investigator Program.**					
R.1.2. ≥ 2 Instructors Per Year. **(ETR1)** **Instructor: Responsible for teaching and assessing trainees in one or more coursework educational Sessions.**					
R.1.3. Block 1 **(ETR1)**					
R.1.3.1. Fundamentals of Ethics					
R.1.3.2. Good Clinical Practice					
R.1.3.3. Introduction to Epidemiology					
R.1.3.4. Basics of Study Design					
R.1.3.5. Causal Design					
R.1.3.6. Fundamentals of Survey Design					

R.1.3.7. Qualitative Research Design					
R.1.3.8. Foundations of Systematic Review and Meta-Analysis					
R.1.3.9. Introduction to Clinical Trials					
R.1.3.10. Fundamentals of Statistics 1					
R.1.3.11. Fundamentals of Statistics 2					
R.1.3.12. Proposal Development 1					
R.1.3.13. Proposal Development II and Data Collection Planning					
R.1.3.14. Grant Writing					
R.1.4. Block 2 **(ETR1)**					
R.1.4.1. Evidence-Based Medicine					
R.1.4.2. Scientific Writing					
R.1.4.3. Quality Improvement in Healthcare					
R.1.4.4. Data Management					
R.1.4.5. Applications of Artificial Intelligence in Research					
R.1.4.16. Principles of Health Policy					
R.1.4.7. Principles of Population Health					
R.1.4.8. Principles of Health and Research Economics					
R.1.4.9. Principles of Biotechnology					
R.1.4.10. Principles of Genome Research					
R.1.4.11. Principles of Aerospace Research					
R.1.5. Block 3 **(ETR1)**					

R.1.5.1. Applied Regression					
R.1.5.2. Survival Analysis					
R.1.5.3. Advanced Statistics for Clinical Trials					
R.1.5.4. Data synthesis in Meta-Analysis					
R.1.5.5. Big Data					
R.1.5.6. Predictive Analytics					
R.1.6. Block 4 **(ETR1)**					
R.1.6.1. Research Career and Leadership					
R.1.6.2. Scientific Writing					
R.1.6.3. Scientific Communication					
R.2. Services and Resources Organized to Promote Research Training and Education.					
R.2.1. Multi-Disciplinary Based Healthcare Research Service Promoting for Educational Learning Environment. **(ETR1)**					
R.2.2. Institutional Review Board (IRB) Formation. **(ETR1)**					
R.2.3. Integration of Healthcare Facility, Research Units, and Community Experiences. **(ETR1)**					
R.2.4. Preventive Measures and Resources Should be in place to Ensure Subject Safety. **(ETR1)**					
R.2.5. All Required Resources to Research Requirements e.g. (Electronic health records, Clinics, Technical, Equipment, and/or Facilities). **(ETR1)**					
R.3. Adequate Access to Computers/E-Library/ referencing software/ Health Information Management systems/statistical software. **(ETR1)**					

R.4. Physical & Technical Educational Resources Meet the Program Internal Review Standards.					
R.4.1. Adequate Space for Daily Work**.** **(ETR1)**					
R.4.2. Adequate Access to Dining Facility, Cafeteria and/or Vending Machine (Males/ Females). **(ETR1)**					
R.4.3. Adequate Access to Appropriately Furnished and Equipped Lounge and/ or Office Space for the Trainees (Males/ Females). **(ETR2)**					
R.4.4. Access to Technical Resources for Subjects Healthcare Delivery. **(ETR1)**					
R.4.5. Access to Private Space for Confidential Discussion. **(ETR1)**					
R.5. Supporting Facilities and/or Services.					
R.5.1. Institutional Review Board (IRB) or Affiliated IRB with an Agreement to Conduct a Fast-Track Process when Applicable. **(ETR1)**					
R.5.2. Training site accreditation for the Human Research Protection Program (e.g., AAHRPP). **(ETR2)** **AAHRPP: Association for the Accreditation of Human Research Protection Program**					
R.5.3. Affiliated or Collaborating Research Facility. **(ETR2)**					
R.5.4. Other Supporting Facilities and/or Services Pertaining to the Research Process, e.g., Diagnostic imaging, Lab, Pharmacy, Electronic Health Records, Drug Investigational Unit, Clinical Trial Units etc. **(ETR2)**					
R.5.5. Opportunities for Research Funding/Grants. **(ETR2)**					
R.5.6. Opportunities to Sponsor Trainees to Present at Local or International Conferences if their Project is Accepted. **(ETR1)**					
R.5.7. Publication Support or Fees Reimbursement. **(ETR2)**					

TRAINING COURSES				
معتمد Accredited		ETR Type	المدة Duration	Training Course
لا	نعم			
☐	☐	**ETR1**	24 Weeks	Block 1
☐	☐	**ETR1**	24 Weeks	Block 2
☐	☐	**ETR1**	24 Weeks	Block 3
☐	☐	**ETR1**	24 Weeks	Block 4

List of Affiliated Training Sites (Training Sites that are linked to the Governance of the same Training Center and accredited for the Training Program)			
Training Site		Training Site	
	11		1
	12		2
	13		3
	14		4
	15		5
	16		6
	17		7
	18		8
	19		9
	20		10

List of Participating Training Sites (List of Training Sites that are linked to the Governance of another Training Center that collaborate with the Training Program to bridge a certain gap or to expand the Clinical Training Exposure)			
Training Site		Training Center	
			1
			2
			3
			4
			5
			6
			7
			8
			9
			10
			11
			12
			13
			14
			15

Findings/Issues الملاحظات

عدد معايير الاعتماد البرامجي المستوفاة في كل قسم								
Section R ETR0: 1 ETR1: 47 ETR2:6	Section E ETR0: 0 ETR1: 14 ETR2:0	Section C ETR0: 0 ETR1: 32 ETR2:4	Section S ETR0: 0 ETR1: 8 ETR2:1	Section G ETR0: 4 ETR1: 0 ETR2:0	Section T ETR0: 3 ETR1: 0 ETR2:0	Section A ETR0: 3 ETR1: 51 ETR2:2	Section I ETR0: 0 ETR1: 2 ETR2:0	Standards' Weight
								(ETR0)
								(ETR1)
								(ETR2)

Program Director مدير البرنامج	
Name: الاسم	
Signature: التوقيع	
Date: التاريخ	20 / / 14 / /

Stamp

توصية فريق زيارة الاعتماد			
اسم البرنامج التدريبي			
اسم المركز التدريبي			
الدولة		المدينة	
التاريخ	/ / 14هـ الموافق / / 20م		

التوصيات

نوع قرار الاعتماد
Choose an item Choose an item

حالات التحديث: (إن وجد)	Choose an item Choose an item Choose an item Choose an item Choose an item Choose an item

فئة اعتماد البرنامج التدريبي
Choose an item. Choose an item

عدد معايير الاعتماد البرامجي المستوفاة في كل قسم								
Section R ETR0: 1 ETR1: 47 ETR2:6	Section E ETR0: 0 ETR1: 14 ETR2:0	Section C ETR0: 0 ETR1: 32 ETR2:4	Section S ETR0: 0 ETR1: 8 ETR2:1	Section G ETR0: 4 ETR1: 0 ETR2:0	Section T ETR0: 3 ETR1: 0 ETR2:0	Section A ETR0: 3 ETR1: 51 ETR2:2	Section I ETR0: 0 ETR1: 2 ETR2:0	Standards' Weight
								(ETR0)
								(ETR1)
								(ETR2)

الطاقة الاستيعابية المقترحة في كل مستوى (لا ينطبق على رفض الاعتماد البرامجي أو تجميد الاعتماد البرامجي)	
المستوى 1	المستوى 2

مصادقة فريق الزيارة					
المقرر		العضو المشارك الأول		العضو المشارك الثاني	
الاسم		الاسم		الاسم	
التوقيع		التوقيع		التوقيع	

Programs Accreditation Survey Agenda			
Time	Minutes	Agenda	Remarks
8:00 - 09:00	60	Meeting the Program Director	
9:00 - 10:00	60	Documents Review (Part 1)	
10:00 - 11:00	60	Meeting with the Trainees	
11:00 - 11:40	40	Meeting with the Faculty Trainers	
11:40 - 12:15	35	Meeting with the Head of Department	
12:15 – 13:00	45	Break	
13:00- 13:45	45	Facility Tour	On-Call Rooms, Lounge, Training Classrooms, OPD, Wards, ER, OR, Lab, Radiology, Pharmacy
13:45 - 15:15	90	Documents Review (Part 2) Surveyors Closed Meeting & Preparing the Survey Report	
15:15 – 16:00	45	Exit De-Brief with the Program Director	